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ABSTRACT

This document reports on a study to determine Guamanian women's identification of their social status and gender awareness. Participants of the study were 350 randomly selected undergraduate women who responded to questionnaires. A statistical profile of the Guamanian undergraduate women was derived as follows: (1) is a traditional aged student; (2) tends to specialize in either business or education; (3) was born and raised on Guam; (4) is not married but is likely to become a single mother; (5) is career-oriented; (6) speaks English fluently; (7) has parents whose educational levels are relatively similar; (8) tends to perceive that no sex discrimination is made in workplaces; (9) aspires to have education, become financially independent, and to achieve job satisfaction; and (10) is comfortable with her sexuality and happy most of the time. Recommendations for further study, references, and sample questionnaires are provided. (MM)

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A Report On The Undergraduate Women Of Greater Guam And Micronesia:

Their Status Aspirations and Gender Awareness

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The College of Education

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Finally, I would greatly appreciate it if the reader would provide me with comments or suggestions on this research in order to enhance future investigation.

Yukiko Inoue
Mangilao, Guam

April 1999

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Introduction

Selecting Guam as a Site for the Survey

The Island of Guam is the southernmost of the Mariana Islands and unincorporated territory of the United States since 1898. 130,000 (1990 Census of the Population) people reside in Guam. Although English (official language) is spoken throughout the island, the local people still speak their own Chamorro language. As maintained by Nomura (1996), Guam is a frontier border between Asia and the United States where the peoples, politics, and economics of these countries have met and have mixed and where global immigrations have met domestic migrations. In other words, Guam is the hub of the western Pacific and Micronesia's most cosmopolitan destination. In addition to the indigenous Chamorros and "stateside" Americans, Guam boasts large populations of Filipinos, Chinese, Koreans, and Pacific islanders from Truk, Palau, the Marshall Island, and the Federated States of Micronesia (comprised of Pohnpei, Chuuk, Yap, and Kosrae).

Thus the University of Guam (hereinafter referred to as the "UOG") has students from the U.S. mainland, the various Micronesian islands, the Philippines, Korea, Japan, China, Taiwan, Hong Kong, and Malaysia, though approximately one-half of the UOG's students are from Guam and are of indigenous Chamorro or Filipino descent. The UOG, which is a fully accredited U.S. university established in 1952, is the major institution of higher education in the western Pacific. Guam is a regional learning center, and students exchange their ideas in the academically and culturally rich environment of the UOG. "More and more, " according to a relatively recent study by Souder (1992), "our [Chamorro] women have to prepare ourselves for the world. Not just to be a homemaker but to face the world as a bread winner and

ultimately to take care of their own families" (p. 104). In the Guam history of more than 2,000 years, Chamorro women exercised great influence in all matters related to family life and property management; nevertheless, Chamorro women no longer enjoyed the independence and authority which they were accustomed to in precontact culture (Souder, 1977). It should be noted, in Souder's (1977) words, that no pure Chamorro existed by the end of the 19th century, and intermarriage with the Spanish, Mexican, Filipino, Orientals, and other Europeans eventually resulted in the creation of new breed, that is, "Guamanian." Thus Guam presents a unique and important area of ethnic identity research. In particular, the diverse student population of the UOG creates the perfect setting for research on women's educational and occupational aspirations from multicultural perspectives.

Purpose of the Study

This study was an attempt to determine women's realization toward the quality of life, identifying their social status aspirations and gender awareness. As emphasized by Eisler (1995), over the past two decades it has become increasingly apparent to those concerned with the global situation from a perspective sensitive to women's needs and rights that the degree to which women are accorded status equal to that of men has much to do with the quality of life throughout the world.

The primary purpose of this study was to achieve a better understanding of how undergraduate women of the UOG would aware of gender equality in employment and how they aspire their academic and social status goals. The secondary purpose of this study was to achieve a better understanding of how the life-course selection of undergraduate women of the UOG would be associated with the realized aspirations of their academic and social status goals. Accordingly, the principal research questions were as follows: (1) Do significant differences exist between

traditional (21 years old or younger) and non-traditional (22 years old or over) aged undergraduate women of the UOG in the life-course selection? (2) Do significant differences exist between Chamorro and non-Chamorro undergraduate women of the UOG in the life-course selection? In particular, (3) is an interactive effect present between age (traditional versus non-traditional) and ethnicity (Chamorro versus non-Chamorro) among undergraduate women of the UOG in the life-course selection? The focus of this study was thus on formulating a statistical profile of undergraduate women of the UOG. As a group, these women of Guam, "who live today in the emerging American tradition but have as their inheritance both the Chamorro and Hispanic traditions" (Souder, 1992, p. xv), would show patterns of their status aspirations and gender awareness?

Review of the Literature

Throughout American social history, one of the strongest beliefs has been that the more education people have, the better their chances for economic and occupational attainment are. Educational structure in the United States, as Woelfel (1972) has forcefully stated, is so closely intertwined with the occupational structure that it is almost impossible to discuss one without discussing the other. That is to say, both men and women go to college, primarily because they wish to improve their occupational and eventually to improve their social status.

It is also important to note that aspiration (or ambition) is not necessarily a determinant of the future attainment but is potentially useful for the following major reasons (Gottfredson & Becker, cited in Rojewski, 1996): (1) academic and social status aspirations of adolescents and young people tend to represent the orientation to their particular educational and occupational attainment; (2) educational aspirations of adolescents and young people on occupational aspirations

tend to have direct bearing on their eventual occupational attainment; and (3) academic and social aspirations of adolescents and young people tend to play an active role in determining whether they pursue or ignore the educational opportunities available to them, especially in high school or college experiences.

Social Status Attainment

"Social status," as Orr (1995) has identified it, "is a term used by sociologists to describe the position of an individual or a group in the hierarchical social structure" (p. 603). Orr has further contended that this structure encompasses the features of a society which have permanence over time, which are interrelated, and which determine both the functioning of the society and the activities of its individual members. Parameters of the social structure are recognized as normative patterns, inequalities of power, and material privileges that provide members of society and their children with widely different opportunities and alternatives in the status attainment process. Haller and Portes (1973) have identified the "status attainment process" as those sets of events by which individuals come to occupy their positions in the social hierarchies of wealth, power, and prestige. These three events are thus viewed as a set of basic "social status"dimensions. As a general rule, social status is measured by education, occupation, and income (Blau, 1975) in the social structure of industrial societies (Dobriner, 1969).

When the status systems of modern industrial societies are crystallized, an adult's occupation tends to intimately be connected with his or her position in other hierarchies (Haller & Portes, 1973). In Haller and Portes's words, occupational status does not exhaust the range of status variations but does appear as the most representative summary measure of the adult's social standing within the context of the modern industrial societies. This is certainly so if one restricts the field to status

dimensions for which reliable measures are available. In short, therefore, the relationship of occupational status to these specific status dimensions, as Haller and Portes (1973) have maintained, is not only evident but also pronounced, with "educational attainment" being regarded as primarily a determinant and with economic attainment as primarily a consequence of "occupational attainment."

Women and Higher Education

American higher education began in 1636 with the founding of Harvard College; nevertheless, it was not until 1837, when Oberlin College admitted four women, that American higher education became available for women: One of the major reasons for such a slow development of women's higher education was the idea that women could not physiologically stand the pressures of education (Feldman, 1974). Further, educators feared that women would be corrupted by too much education and that education would make women seductive for evil (Tittle & Denker, 1980). Such attitudes toward women continued in colonial America and finally began to change in the 1820s, not because of theological and cultural views but because of economic and political pressures of the times (Feldman, 1974). Between 1860 and 1920, in effect, attending college became an accepted part of growing up for women in certain social groups, as it was for men (Solomon, 1985).

During the first half of the 1970s, the percentage increase in college entrance for women grew about twice as rapidly as the increase in college entrance for men (Blocher & Rapoza, 1988). While the number of bachelor's and graduate degrees earned by women between the academic years of 1975-1976 and 1985-1986 rose 16%, men experienced a 6% decline in attaining those degrees (American Council on Education, 1989). Unlike many other countries in the world, America has higher participation rates for women than for men in higher education; furthermore,

women are more likely than men to complete bachelor's degrees (Bank, 1995). Women comprise more than half of the degree recipients at all levels of American higher education of today, except for the doctoral level (Adelman, 1992). Educational aspirations of American women have changed with dramatic increases in the number of women aspiring to graduate degrees, especially in the field of education (e.g., Adelman, 1992; Levine, 1979; Roos & Jones, 1993; Townsend & Mason, 1990). In particular, the graduate school enrollment of women has been increasing faster than that of men in this country (Syverson & Welch, 1993).

Women and Occupational Attainment

The single most significant preoccupational variable determining occupational attainment for American men, as revealed by the Blau-Duncan model (Blau & Duncan, 1967) and Wisconsin model (Sewell, Haller, & Portes, 1969), indeed, is educational attainment derived from educational opportunities. Over the past twenty years, American efforts for social reforms toward guaranteeing equal educational and occupational opportunities have undergone a considerable change by allowing women greater access to higher education (Ethington, Smart, & Pascarella, 1991). The Equal Pay Act of 1963 was the initial landmark legislation barring discrimination at the federal level. The equal-pay-for-women legislation required that women be paid at the same wage rates as men if they were doing the same work (Congressional Quarterly Service, 1965). The above act was followed by Title VII of the Civil Rights Act of 1964 and Executive Order 11375 of 1967; both of which prohibited discrimination in employment particularly.

Title IX of the Educational Amendments of 1972 prohibited gender discrimination in federal educational programs. This legislation mandating equal opportunities for women was needed to overcome the segregation that had typified

American educational (and occupational) stratification, inhibiting women's access to more prestigious and profitable occupations. Without the requisite educational attainment, women would still be denied entry into high status occupations dominantly held by men (Ethington et al., 1991). In summary, Title IX of Educational Amendments has served its purpose in opening educational (and eventually occupational) doors to American women, including women in Guam.

Gender Equality in Employment

Equality between men and women has been a basic idea of activities of the United Nations, such as the Charter of the United Nations and Declaration on the Illumination of Forms of Discrimination Against Women. Also, the idea to the effect that maintaining world peace can e accomplished by spreading of democratic equalitarian society, in which no discrimination is made because of race, creed, and sex has been running through the history of the United Nations. In a broad sense, the term "gender equality" includes social, legal, economic, religious, and political equality between the female and male halves of humanity, yet it goes beyond equality of opportunity (Eisler, 1995). In this study, however, gender equally was focused only on the equal opportunity in employment in terms of the seven categories: (1) recruitment and selection, (2) placement, (3) promotion, (4) wages, (5) job content, (6) training and education, and (7) retirement. When 738 Japanese undergraduate women were asked about sex discrimination in the same categories, the most frequently occurring response was job content (26%), the second one was promotion (21%), the third ones were both recruitment and selection (18%) and placement (18%); the least frequently occurring response (2%) was retirement (Inoue, 1991). It must be quite interesting to identify the perceptions and work ethics of women in Guam and Micronesia from multicultural perspectives.

Method

Participants

The Guam Undergraduate Women Questionnaire (hereinafter referred to as the "GUWQ") was administered to randomly selected 350 undergraduate women of the UOG. The probability sampling (yet unrestricted or simple random sampling) technique was used to increase external validity (thus external validity of research findings refers to their generalizability across persons, settings, and times). 'The absolute number of people in a random sample is more significant than is the sample's size relative to the population size. A sample of 400 drawn from a population of 4,000 may be quite appropriate" (Emory, 1980, p. 153). Based on Emory's recommendation, a sample of 350 (actually more than 10% though) was drawn from the total population of 2,146 undergraduate women (based on an alphabetical listing of the Admissions Office of the UOG) for the study participants. Accordingly, the intended population of the study was the entire undergraduate women enrolled both in degree programs within all the five colleges (i. e., Agriculture and Life Sciences, Arts and Sciences, Business and Public Administration, Education, and Nursing and Health Sciences) and in non-degree programs offered by the UOG during the 1998 Spring Semester.

The UOG is a coeducational institution of higher education. Interestingly enough, however, the number of female students is larger by far than that of male students (as seen in Table 1, women account for 61%), though some reasons for this phenomenon are discussed later in this report. Table 1 also shows the comparisons of the ethnic backgrounds and age range for the population and the sample of the study; it is fair to say that the sample is representative of the population.

Table 1
Summary of the Population and the Sample Women

Undergraduates Enrollment (the 1998 Spring Semester)		
Man	1,374	(39%)
Woman	2,146	(61%)
Total	3,520	(100%)

Ethnic Background	Population		Sample	
Chamorro	918	(42.8%)	49	(44.1%)
Asian Philippine	663	(30.9%)	42	(37.8%)
Asian Other	192	(8.9%)	10	(9.0%)
Micronesian	111	(5.2%)	3	(2.7%)
"Stateside" American	190	(8.9%)	3	(2.7%)
Other	72	(3.4%)	4	(3.6%)
Total	2,146	(100.0%)	111	(100.0%)

Age Range	Population		Sample	
21 or less	753	(35.1%)	45	(40.5%)
22-24	499	(23.3%)	29	(26.1%)
25-27	269	(12.5%)	12	(10.8%)
28-30	154	(7.2%)	4	(3.6%)
31 or over	470	(21.9%)	21	(18.9%)
Total	2,146	(100.0%)	111	(100.0%)

Regarding the study sample of women, Chamorro women accounted for 44.1 percent and non-Chamorro women accounted for 55.9 percent, respectively. By the same token, traditional-aged women accounted for 40.5 percent and non-traditional-aged women accounted for 55.5 percent, respectively.

Data Collection

Students Questionnaire. Survey instrument was used in the study to determine undergraduate women's gender awareness and status aspirations. Based on the

literature review, and personal communications, a preliminary survey questionnaire (i.e., GUWQ) was developed. In order to have good content validity (the extent to which it provides adequate coverage of the topic), the six-paged questionnaire was examined by a panel of the faculty how well the survey instrument had met the standard. The GUWQ was revised based on the opinions of the panel and pilot-tested on undergraduate female students of two classes of the UOG to ascertain student awareness and student aspirations. The final version of the GUWQ was constructed based on the pilot test; finally, a copy of the GUWQ with an explanatory letter and a stamped envelop was mailed to each of the 350 study participants in June 25, 1998; they were asked to answer to the survey by July 20, 1998. The total of 112 questionnaires were collected by the end of July, 1998.

The GUWQ consisted of five sections (for the details of the GUWQ, see Appendix B): aspiration (29 items), gender equality in employment (15 items), self-evaluation (8 items), life course selection (1 item), and background information (such as the participant's age, ethnicity, native language, major at the UOG, and the parents' occupations) (13 items). The participants were asked to rate each item on the Likert scale (5 = of utmost important, 4 = very important, 3 = of moderate important, 2 = of little important, 1 = not important at all). This scale was chosen because it was suitable for respondent-centered studies. Thus how responses differed between people and how responses differed between various stimuli were investigated.

Students Interview. It was considered that if significant differences were found between Chamorro and non-Chamorro women, randomly selected women for each group would be interviewed. In that case, a depth interview (a loosely structured effort to question a respondent in detail about opinions, feelings, and attitudes) or a focused interview (a special form of depth interview where the researcher attempts

to focus the discussion on some particular experience to which the respondent had been exposed) would be appropriate to follow up the survey questionnaire.

Data Analysis

Prioritizing. This study identified the relative importance of gender awareness as well as academic and social status aspirations for undergraduate women of the UOG. In prioritizing the awareness and the aspirations, the overall mean scores and standard deviations for all the respondents by each of the items were calculated and then arranged in descending order. In comparing (1) Chamorro versus non-Chamorro women and (2) traditional versus non-traditional aged women, the overall mean scores for each of the awareness and aspiration items by groups were calculated: the t -test was used (at the alpha level of .05) to determine the significant differences for all the individual items between two groups in two comparisons.

Hypothesis Testing. This study further investigated the relationship of ethnicity and age within the life-course selection. The three hypotheses were established: (1) Significant differences exist between Chamorro and non-Chamorro undergraduate women of the UOG in the life-course selection. (2) Significant differences exit between traditional (21 year-olds or younger) and non-traditional aged (over 22 year-olds) undergraduate women of the UOG in the life- course selection. And, (3) an interactive effect exists between age and ethnicity among undergraduate women of the UOG in the life-course selection. A two-way analysis of variance (ANOVA) was performed (at the alpha level of .05), using life-course selection as the dependent variable and ethnicity and age as the independent variables. ANOVA was chosen over regression analysis because of the interest in testing for an interaction between the independent variables. The results of statistical analyses are summarized in tables, which enhance the readability of complex sets of statistical analysis results.

Results

Descriptive Statistics

Profiles of Undergraduate Women. Of the 350 questionnaire packets, six packets were returned due to their incorrect mailing addresses. Of the 112 responses, one was rejected because of many items were left blank (more than 15% of the total items). The usable response rate was approximately 32 percent [111/(350-6-1-)], which will be adequate for research of this nature (N = 111). More than 50 percent of participants said that they did not mind to be interviewed for the follow-up survey. Generally speaking, undergraduate women of the UOG are extrovert and sociable based on the high mean scores of the self-evaluation scale (see Table 2).

Table 2
Descriptive Statistics in Self-Evaluation

Item		*M*	*SD*
1	I am doing all right at this university.	4.05	.74
2	I get along well with most of my teachers.	4.12	.78
3	I get along well with most of my classmates.	4.22	.82
4	I have a lot of self-control.	4.08	.78
5	I like helping people.	4.42	.72
6	I am happy.	3.99	.83
7	I am comfortable with my sexuality.	4.62	.70
8	Overall, I am satisfied with myself.	4.14	.89

As seen in Table 3, a typical undergraduate women of the UOG, (1) not as in the U.S. mainland, is traditional-aged, (2) majors in Education or Business, (3) was born and raised in Guam, (4) speak English fluently, (5) has parents whose educational levels are similar, and (6) is very career-minded. In addition, forty women (36%) lived in Philippines, Korea, Thailand, Japan in addition to the U.S. mainland.

Table 3
Demographic Information of the Participants (*N* = 111)

1	Which college of the UOG you belong to:			
	(1)	Agriculture and Life Sciences	4	(3.6%)
	(2)	Arts and Sciences	14	(12.6%)
	(3)	Business and Public Administration	35	(31.5%)
	(4)	Education	36	(32.4%)
	(5)	Nursing and Health Sciences	16	(14.4%)
	(6)	Other	6	(5.4%)
2	Are you:	(1) Freshman	11	(9.9%)
		(2) Sophomore	28	(25.2%)
		(3) Junior	35	(31.5%)
		(4) Senior	25	(22.5%)
		(5) Other	12	(10.8%)
3	Were you born and raised in Guam?			
	(1) Yes 68 (61.3%)	(2) No 43 (38.7%)		
4	How long have you been in Guam?			
	(1)	3 years or less	10	(9.0%)
	(2)	between 4 to 9 years	21	(18.9%)
	(3)	between 10 to 15 years	10	(9.0%)
	(4)	between 16 to 21 years	35	(32.5%)
	(5)	22 years or more	35	(31.5%)
5	Is English your primary language?			
	(1) Yes 84 (75.7%)	(2) No 27 (24.3%)		
6	How well do you speak English?			
	(1)	Excellent	65	(58.6%)
	(2)	Good	35	(31.5%)
	(3)	Fair	11	(9.9%)
	(4)	Poor	0	(0.0%)
	(5)	Very poor	0	(0.0%)
7	Are you married?			
	(1) Yes 29 (26.1%)	(2) No 82 (73.9%)		
8	Do you have a child?			
	(1) Yes 40 (36.0%)	(2) No 71 (64.0%)		

Table 3 (Continued)

9 Your father's educational level:

(1)	Master's degree or beyond	1	(0.9%)
(2)	Four-year college degree	25	(22.5%)
(3)	Two-year college degree	7	(6.3%)
(4)	Some college education	20	(18.0%)
(5)	High school diploma	32	(28.8%)
(6)	Some high school education	6	(5.4%)
(7)	Less than high school education	13	(11.7%)
(8)	Other	7	(6.3%)

10 Your mother's educational level:

(1)	Master's degree or beyond	6	(5.4%)
(2)	Four-year college degree	29	(26.1%)
(3)	Two-year college degree	7	(6.3%)
(4)	Some college education	14	(12.6%)
(5)	High school diploma	27	(24.3%)
(6)	Some high school education	3	(2.7%)
(7)	Less than high school education	19	(17.1%)
(8)	Other	6	(5.4%)

11 Your parents' occupations (please specify):

		Father:		Mother:	
(1)	Teaching	3	(2.7%)	15	(13.5%)
(2)	Professionals	6	(5.4%)	3	(2.7%)
(3)	Business	11	(9.9%)	12	(10.8%)
(4)	Nursing/Health care	0	(0.0%)	4	(3.6%)
(5)	Homemaker	0	(0.0%)	22	(19.8%)
(6)	Other	64	(57.7%)	37	(33.3%)
(7)	No answer	27	(24.3%)	18	(16.2%)

12 Have you lived in any other countries?

(1) Yes 40 (36.0%) (2) No 71 (64.0%)

If "Yes," please specify: for example, "England-3 years-study" (that is, which country, for how long, and purpose of staying).

13 If I would like to do a follow-up interview with you, is it all right with you?

(1) Yes 60 (54.1%) (2) No 51 (45.9%)

Priorities of Status Aspirations

Academic and Social Aspirations. As stated before, the participants used the 5-point Likert scale for their answers to each of the aspiration items, such as "How important is (was) it for you to graduate from university?" The overall mean scores (M) and standard deviations (SD) for all the respondents by all the items of aspirations were calculated and were arranged in descending order. Table 4 shows the priorities of academic and social aspirations for undergraduate women of the UOG. The reliability coefficient alpha across all the 29 aspiration items was .8677.

The highest aspiration for the participants was to graduate from university (M = 4.68, SD = .63); the second highest one was to become financially independent (M = 4.47, SD = .77). On the other hand, the lowest aspiration was to involve in the government and politics (M = 2.58, SD = 1.06); the second lowest one was to marry a man with a high social standing (M = 2.75, SD = 1.22), as seen in Table 4.

Tables 5 and 6 present the mean comparisons between two groups in two different categories (all the academic and social aspiration items are listed in the order that they appear in the survey questionnaire). In the comparisons of traditional and non-traditional aged women, only four items were statistically significant (see Table 5): (1) item 4, $t(109) = 5.01$, $p = .000$; (2) item 12, $t(109) = 2.11$, $p = .037$; (3) item 18, $t(109) = 3.02$, $p = .003$; and (4) item 19, $t(109) = 2.16$, $p = .033$. On the other hand, in the comparisons of Chamorro and non-Chamorro women, only two items were statistically significant (see Table 6): (1) item 16, $t(109) = -2.35$, $p = .021$; and (2) item 21, $t(109) = -2.02$, $p = .046$. Because of the above differences, the highest priorities (regrading academic and social aspirations) for two groups between two comparisons are summarized in Tables 7 and 8.

Table 4
Descriptive Statistics in Academic and Social Aspirations

Rank	Aspiration Description (Question Item Number)	*M*	*SD*
1	To graduate from university (#3)	4.68	.63
2	To become financially independent (#8)	4.47	.77
3	To achieve satisfaction through working (#17)	4.43	.72
4	To your family that you graduate(d) from university (#4)	4.27	.94
5	To combine two roles: home and work (#14)	4.05	.99
6	To have a family and have a career at the same time (#20)	4.02	1.04
6	To have and raise your own child (#13)	4.02	1.11
8	To have a profitable job, not necessary prestigious (#11)	4.01	.88
9	To your family that you become financially independent (#9)	4.00	1.03
9	To contribute to society through working (#16)	4.00	.90
11	To become a mentor for the next generation (#30)	3.88	1.01
12	To have a prestigious occupation (e.g., doctor, lawyer) (#10)	3.80	1.13
13	To attain a position of great influence (#15)	3.77	1.09
14	To go to graduate school (master's program) (#6)	3.76	1.06
15	To enter into the academic world (#24)	3.62	1.02
16	To you that your child goes to a prestigious university (#21)	3.57	1.21
17	To choose friends with whom you associate (#28)	3.50	1.05
18	To be involved in your church affairs (#26)	3.48	1.12
19	To make a connection to improve your social standing (#27)	3.42	1.07
20	To attain status dimensions (wealth, power, prestige) (#29)	3.25	1.15
21	To work in the area of social welfare or health care (#25)	3.24	1.22
22	To go to professional school (e.g., law or medical) (#5)	3.23	1.15
23	To get married in your 20s or early 30s (#12)	3.21	1.27
24	To be society important in your life (#31)	3.16	1.01
25	To go to graduate school (doctor's program) (#7)	3.12	1.17
26	To enter into the business world (#23)	2.96	1.17
27	To your family that you marry a man with a high status (#19)	2.84	1.21
28	To marry a man with a high social standing (#18)	2.75	1.22
29	To be involved in the government and politics (#22)	2.58	1.06

Table 5
A Comparison of Traditional versus Non-Traditional Aged Women in Status Aspirations

		Traditional (n = 45)		Nontraditional (n =66)	
Item	Aspiration Description	*M*	*SD*	*M*	*SD*
1	To graduate from university.	4.87	.34	4.56	.75
2	To your family that you graduate(d) from university.	4.71*	.46	3.97*	1.07
3	To go to professional school (e.g., law or medical).	3.36	1.03	3.14	1.23
4	To go to graduate school (master's program).	3.84	1.04	3.70	1.08
5	To go to graduate school (doctor's program).	3.20	1.16	3.06	1.19
6	To become financially independent.	4.42	.66	4.50	.85
7	To your family: you become financially independent.	4.16	.74	3.89	1.18
8	To have a prestigious occupation.	4.02	1.08	3.65	1.16
9	To have a profitable job (make lots of money).	4.00	.91	4.02	.87
10	To get married in your 20s or early 30s.	3.51*	1.10	3.00*	1.35
11	To have and raise your own child.	4.07	1.10	3.98	1.13
12	To combine two roles: home and work.	4.11	.98	4.02	1.00
13	To attain a position of great influence.	3.91	1.08	3.68	1.10
14	To contribute to society through working.	4.11	.94	3.92	.88
15	To achieve satisfaction through working.	4.56	.59	4.35	.79
16	To marry a man with a high social standing.	3.16*	1.26	2.47*	1.11
17	To your family: you marry a man with a high status.	3.13*	1.24	2.64*	1.16
18	To have a family and have a career at the same time.	4.24	.93	3.86	1.09
19	To you that your child goes to a prestigious university.	3.76	1.07	3.44	1.29
20	To be involved in the government and politics.	2.56	1.01	2.59	1.10
21	To enter into the business world.	2.98	1.29	2.95	1.10
22	To enter into the academic world.	3.78	1.02	3.52	1.01
23	To work in the area of social welfare or health care.	3.44	1.12	3.11	1.27
24	To engage in your church affairs.	3.67	.98	3.35	1.20
25	To make a connection to improve your social standing.	3.60	1.01	3.30	1.11
26	To choose friends with whom you associate.	3.51	1.06	3.48	1.06
27	To attain status dimensions (wealth, power, prestige).	3.38	1.09	3.17	1.18
38	To become a mentor for the next generation.	3.69	1.02	4.02	.98
29	To be society important in your life.	3.36	.96	3.03	1.04

*$p < .05$

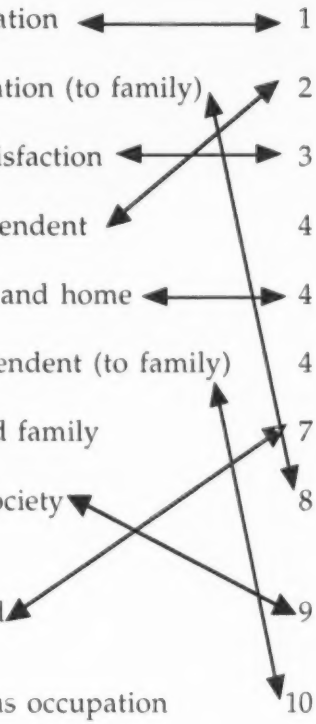
Table 6
A Comparison of Chamorro versus Non-Chamorro Women in Status Aspirations

Item	Aspiration Description	Chamorro (n = 49) M	Chamorro (n = 49) SD	Non Chamorro (n = 62) M	Non Chamorro (n = 62) SD
1	To graduate from university.	4.67	.56	4.69	.69
2	To your family that you graduate(d) from university.	4.25	.86	4.29	1.01
3	To go to professional school (e.g., law or medical).	3.14	1.24	3.29	1.08
4	To go to graduate school (master's program).	3.73	1.08	3.77	1.06
5	To go to graduate school (doctor's program).	3.12	1.17	3.11	1.19
6	To become financially independent.	4.57	.79	4.39	.75
7	To your family: you become financially independent.	3.90	1.09	4.08	.98
8	To have a prestigious occupation.	3.78	1.01	3.82	1.24
9	To have a profitable job (make lots of money).	4.02	.83	4.00	.92
10	To get married in your 20s or early 30s.	3.00	1.28	3.37	1.26
11	To have and raise your own child.	4.06	1.13	3.98	1.11
12	To combine two roles: home and work.	3.96	1.00	4.13	.98
13	To attain a position of great influence.	3.80	1.19	3.76	1.02
14	To contribute to society through working.	4.06	.80	3.96	.98
15	To achieve satisfaction through working.	4.49	.65	4.39	.78
16	To marry a man with a high social standing.	2.45*	1.10	2.98*	1.26
17	To your family: you marry a man with a high status.	2.59	1.17	3.03	1.21
18	To have a family and have a career at the same time.	3.96	1.14	4.06	.97
19	To you that your child goes to a prestigious university.	3.45	1.24	3.66	1.19
20	To be involved in the government and politics.	2.53	1.02	2.61	1.09
21	To enter into the business world.	2.71*	1.08	3.16*	1.22
22	To enter into the academic world.	3.61	1.02	3.63	1.03
23	To work in the area of social welfare or health care.	3.06	1.23	3.39	1.19
24	To engage in your church affairs.	3.65	.86	3.34	1.28
25	To make a connection to improve your social standing.	3.41	1.06	3.44	1.10
26	To choose friends with whom you associate.	3.41	1.14	3.56	.99
27	To attain status dimensions (wealth, power, prestige).	3.08	1.15	3.39	1.14
28	To become a mentor for the next generation.	3.98	1.03	3.81	.99
29	To be society important in your life.	3.20	.98	3.13	1.05

*$p < .05$

Table 7
Aspiration Priorities: Traditional versus Non-Traditional Aged Women

Traditional Rank	Item	Non-Traditional Rank	Item
1	University graduation	1	University graduation
2	University graduation (to family)	2	Financially independent
3	Achieving job satisfaction	3	Achieving job satisfaction
4	Financially independent	4	Making a lot of money
5	Combining work and home	4	Combining work and home
6	Financially independent (to family)	4	Becoming a mentor
7	Having career and family	7	Raising own child
7	Contribution to society	8	University graduation (to family)
9	Raising own child	9	Contribution to society
10	Having prestigious occupation	10	Financially independent (to family)



As seen in tables 7 and 8, there are fairly good agreements on the relative importance of aspiration priorities for two comparisons between two groups. The degree of the agreement, however, was much stronger in the ethnic comparison than the age comparison; surprisingly enough, the four top priorities for both Chamorro and non-Chamorro women were the exactly the same.

Table 8
Aspiration Priorities: Chamorro versus Non-Chamorro Women

Chamorro Rank	Item	Non-Chamorro Rank	Item
1	University graduation	1	University graduation
2	Financially independent	2	Financially independent
3	Achieving job satisfaction	2	Achieving job satisfaction
4	University graduation (to family)	4	University graduation (to family)
5	Raising own child	5	Combining work and home
5	Contribution to society	6	Financially independent (to family)
7	Making a lot of money	7	Having career and family
8	Combining work and home	8	Making a lot of money
8	Having career and family	9	Raising own child
10	Becoming a mentor	10	Contribution to society

Priorities of Gender Awareness

Gender Awareness. Using a 5-point Likert scale, women answered regarding the awareness of sex discrimination in the seven areas of employment; then they answered regarding the ways that women could continuously develop job skills and get promotions at workplaces. The reliability coefficient alpha across all the 7 sex-discrimination items was .8871. Table 9 presents the descriptive statistics for the awareness of all the sample women. The overall mean scores (*M*) and standard

deviations (*SD*) for all the respondents by all the items were calculated and were arranged in descending order. As seen in the table, the highest awareness of sex discrimination in employment was recruitment and selection (M = 3.73, SD = 1.05).

Table 9
Descriptive Statistics in Gender Equality in Employment

Rank	Item	*M*	*SD*
Sex-Discrimination:			
1	Recruitment and selection	3.73	1.05
2	Placement	3.68	.88
3	Promotion	3.63	1.15
4	Wages	3.61	1.17
5	Job content	3.55	1.01
6	Training and education	3.14	1.04
7	Retirement	3.09	1.05
What should be done for women's achievement at workplaces?			
1	Men's understanding and cooperation at home and at work.	4.45	.77
2	Improving equal-opportunity-employment in general.	4.41	.84
3	Increasing educatio ıal opportunities for women in professional field.	4.36	.94
4	Advancement of women's access to high status occupations.	4.32	.88
5	Increasing women's work consciousness and the importance of hard work.	4.21	.93
6	Advancement of a child-care leave and reemployment system for women.	3.91	1.02
7	Expansion of public nursery and nursing homes.	3.72	1.16
8	Driving off the general social view: Men at work, women at home.	3.65	1.42

Tables 10 and 11 present the mean comparisons between two groups in two categories (all items are listed in the order that they appear in the GUWQ). In the traditional and non-traditional comparison, regarding sex discriminations in

workplaces, only one was statistically significant: item 37, $t(109) = -2.11$; regarding the ways of women's achievement, only one was statistically significant: $t(109) = 2.11$ (see Table 10). No difference was found in the ethnic category (see Table 11).

Table 10
A Comparison of Traditional versus Non-Traditional Aged Women in Gender Awareness

Item	Traditional		Non-Traditional	
	$n = 45$		$n = 66$	
	M	*SD*	*M*	*SD*
Sex Discrimination:				
- Recruitment and selection	3.71	1.00	3.74	.88
- Placement	3.58	.89	3.74	.87
- Job content	3.56	.04	3.55	1.00
- Training and education	2.98	1.10	3.26	1.00
- Wages	3.33*	1.26	3.80*	1.07
- Promotion	3.44	1.27	3.76	1.05
- Retirement	2.93	.96	3.20	1.10
What should be done for women's achievement at workplaces?				
- Expansion of nursery and nursing homes.	3.56	1.27	3.83	1.08
- Driving off the view: Men at work, women at home.	3.78	1.46	3.56	1.39
- Advancement of a child-care leave and reemployment system for women.	3.93	1.07	3.89	.99
- Improving equal-opportunity-employment in general.	4.56	.84	4.30	.82
- Men's understanding and cooperation at home and at work.	4.51	.84	4.41	.72
- Advancement of women's access to high status occupations.	4.53*	.87	4.18*	.86
- Improving educational opportunities for women in professional fields.	4.56	.84	4.23	.99
- Increasing women's work consciousness and the importance of hard work.	4.38	.94	4.09	.90

*$p < .05$

Table 11
A Comparison of Chamorro versus Non-Chamorro Women in Gender Awareness

Item	Chamorro		Non-Chamorro	
	n = 49		*n* = 62	
	M	*SD*	*M*	*SD*
Sex Discrimination:				
- Recruitment and selection	3.63	.91	3.81	.94
- Placement	3.57	.84	3.76	.90
- Job content	3.51	.98	3.58	1.03
- Training and education	3.10	1.04	3.17	1.05
- Wages	3.61	1.12	3.61	1.22
- Promotion	3.65	1.03	3.61	1.25
- Retirement	3.08	.98	3.10	1.11
What should be done for women's achievement at workplace?				
- Expansion of nursery and nursing homes.	3.78	.99	3.68	1.29
- Driving off the view: Men at work, women at home.	3.86	1.24	3.48	1.53
- Advancement of a child-care leave and reemployment system for women.	4.04	.84	3.81	1.14
- Improving equal-opportunity-employment in general.	4.35	.81	4.45	.86
- Men's understanding and cooperation at home and at work.	4.39	.76	4.50	.78
- Advancement of women's access to high status occupations.	4.34	.81	4.29	.93
- Improving educational opportunities for women in professional fields.	4.41	.79	4.32	1.05
- Increasing women's work consciousness and the importance of hard work.	4.14	.89	4.26	.96

Occupational Aspiration

Women were also asked what kind of jobs they would like to have after graduating from university. Based on their answers, their aspired occupations were

divided into the six categories: (1) teaching (from kindergarten to high school levels), (2) professional (such as doctor, lawyer, certified public accountant, and professor), (3) business (company executive, bank and stockbrokerage firm, and own business), (4) nurse and health care (including social work), (5) homemaker (and stay at home without having a job), and (6) others (such as secretarial or managing job for companies, musician, actress, and working for the Guam government). As seen in Table 12, the most frequently occurring category was teaching (29.7%); however, perhaps it is natural since the greater number (36%) of undergraduate women of the UOG were majoring education. The second most frequently occurring categories are business (16.2%), professional (16.2%), and nursing (16.2%). Their occupational aspirations are very much reflected to their university majors.

Table 12
Occupational Aspiration of the Participants

Category	Frequency	Percent	Valid Percent	Cum Percent
1 Teaching	33	29.7	29.7	29.7
2 Professional	18	16.2	16.2	45.9
3 Business	18	16.2	16.2	62.2
4 Nursing	18	16.2	16.2	78.4
5 Homemaker	2	1.8	1.8	80.2
6 Other	11	9.9	9.9	90.1
7 No answer	11	9.9	9.9	100.0
Total	111			

The Life-Course Selection

Women were asked the question: "If you are given the five alternatives in the life-course selection, which one would you like to choose?" The five alternatives are illustrated below.

Life-Course Selection

Q: If you are given the following five alternatives, which one would you like to choose? (Choose only one)

Alternative 1: Finish university → Get married → Have a first child and concentrate on childcare and household.

Alternative 2: Finish University → Get a full-time job → Get married → Quit the full-time job for a first child and concentrate on childcare and household

Alternative 3: Finish University → Get a full-time job → Get married → Quit the full-time job for a first child and be reemployed later on.

Alternative 4: Finish University → Get a full-time job → Get married → Have a first child but do not quit the full-time job.

Alternative 5: Finish University → Get a full-time job and at the same time don't care to marry and just concentrate on pursuing a career.

Other (please specify): _____

_____

As seen in Table 13, the majority of this sample of women (46%) selected the alternative 4; they would like not to quit their full-time jobs even though a baby was born to them. And 18 percent of women selected the alternative 3: they would like to quit their full-time jobs when a baby was born. Yet nineteen women (17%) did not choose any of the given five alternatives. Some of their explanations or desires include: they would like (1) to finish university and at the same time to work on the second degree, continuing the current job; (2) to finish university and get married at the same time, then take a long vacation, and then find a full time job, and (3) to finish university, get a full time job and concentrate on pursuing career and children. It should be noted that a large number of these undergraduate women have jobs and many of them have children regardless of their marital status.

Table 13
The Life-Course Selection of the Participants

Category	Frequency	Percent	Valid Percent	Cum Percent
Alternative 1	3	2.7	2.7	2.7
Alternative 2	3	2.7	2.7	5.4
Alternative 3	20	18.0	18.0	23.4
Alternative 4	51	45.9	45.9	69.4
Alternative 5	15	13.5	13.5	82.9
Other	19	17.1	17.1	100.0
Total	111			

Statistical Analysis

As stated previously, the hypotheses were: (1) Significant differences exist between Chamorro and non-Chamorro women in the life-course selection; (2) significant differences exit between traditional-aged and non-traditional-aged

undergraduate women in the life- course selection; and (3) an interactive effect exists between age and ethnicity in the life-course selection. First, cross tabulation and Chi-Square analysis was conducted for the independence of the cells (four groups); then, ANOVA was performed for the hypotheses testing.

Chi-Square Analysis. As seen in Table 14, observed values and expected values do not differ significantly at the significance level of .05; accordingly, age and ethnicity in this sample of women are independent of each other, although Chi-Square value is rather large (3.587). Table 15 presents all the cell means.

Table 14
Results of Crosstabulation and Chi-Square Analyses

	Age		
Ethnicity	Traditional	Non-Traditional	Total
Chamorro Count	15	30	45
Expected Count	19.9	25.1	40.5%
Residual	-4.9	4.9	
Non-Chamorro	34	32	66
	29.1	36.9	59.5%
	4.9	-.4.9	
Total Count	49	62	111
Expected Count	44.1%	55.9%	100.0%

Value	DF	Significance	
Pearson Chi-Square	3.587	1	.058*
Likelihood Ratio	3.632	1	.867
Linear Association	3.555	1	.059

* $p > .05$

Table 15
Cell Means for Subgroups

Age/Ethnicity	Total *M*	*N*	Age/Ethnicity	Total *M*	*N*	Total *M*	*N*
TC	3.53	15	NC	2.97	34	3.14	49
TN	3.60	30	NN	2.69	32	3.13	62
Total	3.58	45	Total	2.83	66	3.14	111

Table 16
Analysis of Variance - Effects of Age and Ethnicity on the Life-Course Selection

Source	df	MS	F
Age (A)	1	14.829	5.691*
Ethnicity (E)	1	.604	.232
A x E	1	.761	.292
Error	107	2.605	

*$p < .05$

Analysis of Variance. A 2 x 2 analysis of variance using the SPSS (statistical package for social studies) was performed to determine the interactive effect of student age and ethnicity on the life-course selection. As illustrated in Table 16, only one statistically significant main effect was found in the preliminary analysis for age. The *F*-test produced the significant result at the level (*F*-value = 5.691). The overall mean score for traditional-aged women was 3.58 compared to 2.83 for non-traditional-aged women. In summary, (1) there was significant main effect for age: the mean of traditional (M = 3.58) was significantly greater than that of non-traditional (M = 2.83), F (1, 107) = 5.691, p = .019; (2) there was no significant main effect for ethnicity: the mean of Chamorros (M = 3.14) was not significantly differ

from that of non-Chamorros (M = 3.13), F (1, 107) = .232, p = .632; and (3) there was no significant age by ethnicity interaction: The interactive effect of age and ethnicity was statistically nonsignificant, F(1, 107) = .292, p = .590. In short, traditional-aged undergraduate women were more likely than non-traditional ones to be career oriented (they would not give up their jobs for their marriage or child).

Multiple Regression Analysis. Multiple regression analysis was conducted to find variables that significantly influence the dependent variable (life-course selection). Surprisingly, only three variables (items 8, 10, and 18) met the entry requirement to be included in the equation and other 26 variables did not meet the requirement at the .05 level of significance (see Table 17). The multiple R shows a moderate correlation (r = .547) between the predictor variables (aspirations) and the criterion variable (life-course selection). The R-Square indicates that 29.95 percent of the variance in the course selection is explained by the predictor variables. The direction of influence is positive. According, the following prediction equation for the life-course selection can be established: Y = (-.487X) + (.243X) + (.184X) + 4.047.

Table 17
Summary of Multiple Regression Analysis

Multiple R	.54727
R-Square	.29950
Adjusted R-Square	.27986
Standard Error	.98127

	Unstandardized coefficients		Standardized coefficients		
	B	Standard Error	Beta	t	Significance of t
Constant	4.047	.475		8.522	.000
item 10	-.487	.076	-.536	-6.417	.000
item 18	.243	.092	.219	2.628	.009
item 8	.184	.084	.181	2.197	.030

Discussion

Status Aspirations

The highest aspiration items for this sample of women are as follows: (1) to graduate from university, (2) to become financially independent, (3) to achieve self-satisfaction through working, (4) to graduate from university for their family, and (5) to combine two roles: home and work. According to Lefrancois (1999), people work for economical (making a living), social (social interaction), and psychological (self-esteem) reasons. Undergraduate women of this sample are willing to achieve a sense of self-worth and satisfaction through working and earning.

Academic Status Aspirations. College education is regarded as the process to actualize the potentiality, identifying the core self-image (thus, who am I?). As emphasized in Erikson's stage theory of the lifespan human development, this should be a stage of pulling up old roots and setting down new ones, yet adolescence of American youth seems to continue to around thirty years old because a larger number of students cannot graduate from a university in four years for a variety of reasons. In this regard, undergraduate women of Guam have a strong desire to graduate from university in four years and to become financially independent; they achieve their identify (i.e., understanding and comfort with one's sexuality, ideology and values, and vocational direction) through their college experiences. As noted by Board (1988), "At the age of twenty, Japanese women have not yet discovered the realities of the adult world and respond only to a vague conception of what they are and should be" (p. 5). It is fair to say that American women (including Guamanian women) at the age of twenty are much more mature than their Japanese counterparts, resulting in more independence emotionally and socially.

The college experience is a lengthy and often fragmented process occurring at various stages in an American individual's life. Yet Guamanian women are more likely than the women of the U.S. mainland to go on to college soon after finishing high school. Women now comprise more than half of enrollees of undergraduate programs (Adelman, 1992), and the UOG is not an exception. One of the reasons why women attend the UOG more than do men is that Chamorro families tend to send their sons to colleges and universities in the U.S. mainland. As revealed by this study, Guamanian women have higher educational aspirations and this might be associated with "a strong sense of family loyalty which spreads beyond the nuclear family of parents and children . . . . Each Chamorro has many people to whom he can look for help and support [for including educational attainment]" (Ballendorf, 1993, p. 52). This extended kinship system is a distinct human culture of Guam and it does influence academic and social goals of women and girls, too.

Social Status Aspirations. Social status is measured by educational attainment, occupational attainment, and income power (Blau, 1975). In this regard, the participants' social aspirations are fairly high: "to graduate from university" (M = 4.68); "to have a profitable job--to make a lot of money" (M = 4.01); and "to have a prestigious occupation, such as a doctor or lawyer" (M = 3.80). Are these mean scores indications that Guamanian women wish to stand "on their own feet"? Women tend to long for something external which will change their lives, resulting in their fear of independence. Are they taught to become independent? If women are not taught until college to become independent, including gender equality, it is probably too late. Guamanian women also wish to have their children (M =4.02), which must be rooted in Guam's historical matrilineal societies, although women have been historically identified with the domestic domain of home and family.

The Life-Course Selection. In the study of women's status aspirations and occupational ethics (Inoue, 1991), 737 female students of four-year universities responded regarding the five alternatives: 35 percent of women answered that they were willing to quit their full-time jobs in order to stay at home when they were married or had a child (Alternative 3), and 37 percent of women answered that they were willing to quit their full-time jobs when they were married or had a child but would like to be reemployed later on (alternative 4). In Japan, it would be extremely difficult for women to be reemployed on a full-time basis once she left to rear a family. For this sample of women, the choice of the alternative 3 accounted for 18 percent and alternative 4 accounted for 45.9 percent, respectively. Yet 13 percent of Japanese women and 13.5 percent of Guamanian women choose alternative 5 (just concentrate on pursuing a career without thinking to get married or to have a child). Many different cultures are represented in such a tiny island of Guam, whereas Japan represents monoculture. In the light of the cultural, social, economical, and political differences of these two countries, the above findings are very interesting. It seems clear, however, that Guamanian women are more career-oriented, whereas Japanese women are more home-oriented. Interestingly enough, Japanese women's attitudes do not greatly change even after obtaining a college education. In addition, Guamanian women, who have a desire for both family and career, will try not to give up either one of them. By contrast, Japanese women, who have a desire for both family and career, will still try to give up one of them.

Gender Awareness

The perceptions of sex discriminations in employment for this sample of women are not extremely high. Perhaps, the fact that currently many Chamorro women hold high positions in their societies explains the results of women's perceptions.

Gender Equality in Employment. Again, the Guamanian and Japanese women comparison of perceptions is quite interesting. The two of the most discriminated categories for Guamanian women are "recruitment and selection" and "placement," compared to "job content" and "wages" for Japanese women.

Rank	Women of Guam	Rank	Women of Japan
1	Recruitment/selection	1	Job content
2	Placement	2	Wages
3	Promotion	3	Recruitment/selection
4	Wages	3	Placement
5	Job content	5	Promotion
6	Training/education	6	Training/education
7	Retirement	7	Retirement

"In Chamorro society, a matrilineal system gave strong support to the Chamorro women's influence and power in matters of the home and family" (Souder, 1977, p. 14). Women's influence and power may have been extended to workplaces in the peculiar climate of Guam. Chamorro women have to face a new challenge, that is, not just to be a homemaker but to face the world as a bread winner (Souder, 1992). As far as it is revealed by this study, however, the contemporary Guamanian women are facing the reality and are willing to combine work and family roles.

Conclusion. The primary purpose of the study was to rank aspirations between two groups in two comparisons: the sequences of ranking for these comparisons, yet very similar patterns of priorities were found for both comparisons (Tables 7 and 8). The secondary purpose was to determine the relationship of the life-course selection with the aspirations: the correlation was moderate and only three aspiration items were found to be contributed to the selection. In the case of undergraduate women of Guam, their patterns of academic and social status aspirations, expectations, and desires, as well as their attitudes toward the life course are statistically the same.

Defining Undergraduate Women on Guam

This research was able to formulate a statistical profile of undergraduate women. As a group, these women show common patterns in terms of status aspirations, gender awareness, and self-esteem, as well as personal characteristics. Statistically, a woman on Guam (and Micronesia) can be defined as follows:

1 An undergraduate woman on Guam, not as in the U.S. mainland, is a traditional aged student. (Women of 21 or less account for 35.1%; 22-24, 23.3%)

2 She tends to specialize in either business or education in a university. (31.5% of women major in business and 32.4 % in education)

3 She was born and raised on Guam. (61.3% of women were in this survey)

4 She is not married but is likely to become a single mother. (26.1% of women are married, yet 36% of women have a child)

5 She is career-oriented. (45.9% of women do not want to quit their job even though they become a mother)

6 She speaks English fluently. (65% of women said that their English was "excellent")

7 She has parents whose educational levels are relatively similar.

8 She tends to perceive that no sex discrimination is made in workplaces.

9 She aspires to have education, to become financially independent, and to achieve job satisfaction (these are top priorities).

10 She is comfortable with her sexuality, yet she is happy most of the time (see Table 2).

Picture Drawn by Carolyn Geraldo

Recommendations for the Further Study

An attempt was made to prioritize aspirations and awareness. Interestingly, there are no significant differences between Chamorro and non-Chamorro women in the degree of both categories. There are also very similar patterns in priorities in status aspirations. Are the characteristics of women with difference cultural backgrounds merged with native women of Guam through their social interactions and experiences on campus? This phenomenon should be further investigated.

A 7-point scale will yield more accurate results because the mean scores of the aspiration and awareness items measured on a 5-point scale are too close to each other and thus it must be a limitation of the study. The second limitation is the validity of the survey instrument. Although the instrument was pilot tested, it might still not be as valid as a standardized one. The third is the exploratory nature of the study; this approach was taken to make single item comparisons rather than defining specific constructs with multiple items measures in order to investigate differences in the perceptions and awareness. In the future study, these points should be considered to enhance the validity, reliability, and practicality.

This study is simply a first step in finding out more about women's desires and aspirations, and gender awareness. Further research is necessary to expand upon the findings of the study. Interviews were not conducted this time since there were no significant differences between Chamorro and non-Chamorro women, yet it might be beneficial to combine qualitative and quantitative methods. At the moment little published research exists on Guamanian women's aspirations. Important direction for the future study is a better understanding of why and how Guamanian women aspire higher social status from not only educational and sociological perspectives but also from psychological perspectives in women's lifespan theories.

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Appendices

Appendix A

Cover Letter for the Survey Questionnaire

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UNIBETSEDÅT GUAHAN
COLLEGE OF EDUCATION
UOG Station, Mangilao, Guam 96923
Telephone: (671) 735-2440 • Fax: (671) 734-3651

July 1998

Dear Students:

Enclosed you will find a survey, the Guam Undergraduate Women Questionnaire (GUWQ), which is being distributed to randomly selected undergraduate (and recently graduated) female students of the University of Guam. This will only take 5-7 minutes, but the answers are very important to women.

Responses to this survey will contribute to the study of undergraduate women's aspirations. Your responses are only used for research purposes and are confidential. Please feel free to write any additional comments you have in the back of or anywhere in the survey sheets. You may attach additional sheets if necessary. After completing the survey, please mail it to the GUWQ Project below in the postage-paid envelop provided.

Due to the project deadline, it is very important to receive your responses as soon as possible. Please mail your completed survey no later than July 20, 1998. Thank you very much for your cooperation. I personally appreciate you very much.

Very truly yours,

Yukiko Inoue

Yukiko Inoue, Ph.D.
Educational Research
E-mail: yinoue@uog.edu

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Appendix B

The Guam Undergraduate Women Questionnaire

THE GUAM UNDERGRADUATE WOMEN QUESTIONNAIRE

1. Your ethnicity (circle only one number):
   (1) Chamorro
   (2) Filipino
   (3) Asian
   (4) Micronesian
   (5) "Stateside" American
   (6) Others (please specify): _____

2. Your age in years (circle one):
   (1) 21 or less
   (2) 22-24
   (3) 25-27
   (4) 28-30
   (5) 31 or over

PART ONE: ACADEMIC AND SOCIAL ASPIRATIONS

Use the following scale to rate each statement and circle the number that best describes each of your answers. Please answer <u>every</u> item because blank answers may invalidate the results.

5 = Of utmost importance
4 = Very important
3 = Of moderate importance
2 = Of little importance
1 = Not important at all

1. How important is (was) it for you to graduate from university? (Circle one)
   5 ---------- 4 ---------- 3 ---------- 2 ----------1

2. How important is (was) it to <u>your family</u> that you graduate(d) from university?(Circle one)
   5 ---------- 4 ---------- 3 ---------- 2 ----------1

3. How important is it for you to go to professional school (e.g., law school, medical school)? (Circle one)
   5 ---------- 4 ---------- 3 ---------- 2 ----------1

4. How important is it for you to go to graduate school (master's program)? (Circle one)
   5 ---------- 4 ---------- 3 ---------- 2 ----------1

5. How important is it for you to go to graduate school (doctor's program)? (Circle one)
   5 ---------- 4 ---------- 3 ---------- 2 ----------1

6. How important is it for you to become financially independent (e.g., a bread winner)? (Circle one)
   5 ---------- 4 ---------- 3 ---------- 2 ----------1

7. How important is it to <u>your family</u> that you become financially independent (a bread winner? (Circle one)
   5 ---------- 4 ---------- 3 ---------- 2 ----------1

8. How important is it for you to have a prestigious occupation, such as a doctor, a lawyer, or CPA (certified public accountant)? (Circle one)
5 ---------- 4 ---------- 3 ---------- 2 ----------1

9. How important is it for you to have a profitable job (make a lot of money but not necessary socially prestigious)? (Circle one)
5 ---------- 4 ---------- 3 ---------- 2 ----------1

10. How important is it for you to get married in your 20s or early 30s? (Circle one)
5 ---------- 4 ---------- 3 ---------- 2 ----------1

11. How important is it for you to have and raise your own children? (Circle one)
5 ---------- 4 ---------- 3 ---------- 2 ----------1

12. How important is it for you to combine two roles (family and work)? (Circle one)
5 ---------- 4 ---------- 3 ---------- 2 ----------1

13. How important is it for you to attain a position of great influence? (Circle one)
5 ---------- 4 ---------- 3 ---------- 2 ----------1

14. How important is it for you to contribute to society through working? (Circle one)
5 ---------- 4 ---------- 3 ---------- 2 ----------1

15. How important is it for you to achieve a sense of self-worth and satisfaction through
5 ---------- 4 ---------- 3 ---------- 2 ----------1 working? (Circle one)

16. How important is (was) it for you to marry a man with a high social standing?(Circle one)
5 ---------- 4 ---------- 3 ---------- 2 ----------1

17. How important is (was) it to <u>your family</u> that you marry a man who has a high social standing? (Circle one)
5 ---------- 4 ---------- 3 ---------- 2 ----------1

18. How important is it for you to have a family and have a career at the same time?
5 ---------- 4 ---------- 3 ---------- 2 ----------1 (Circle one)

19. How important is it to you that your children go to a prestigious university? (Circle one)
5 ---------- 4 ---------- 3 ---------- 2 ----------1

20. How important is it for you to be involved in the government and politics? (Circle one)
5 ---------- 4 ---------- 3 ---------- 2 ----------1

21. How important is it for you to enter into business? (Circle one)
5 ---------- 4 ---------- 3 ---------- 2 ----------1

22. How important is it for you to enter into the academic world? (Circle one)
5 ---------- 4 ---------- 3 ---------- 2 ----------1

23. How important is it for you to work in the areas, such as social welfare and health care?
5 ---------- 4 ---------- 3 ---------- 2 ----------1 (Circle one)

24. How important is it for you to engage in your church affairs? (Circle one)
5 ---------- 4 ---------- 3 ---------- 2 ----------1

25. How important is it for you to make a good connection to improve your (and your husband's) social standing? (Circle one)
5 ---------- 4 ---------- 3 ---------- 2 ----------1

26. How important is it for you to choose friends with whom you associate? (Circle one)
5 ---------- 4 ---------- 3 ---------- 2 ----------1

27. How important is it for you to attain a set of status dimensions (that is, wealth, power, and prestige) in life? (Circle one)
5 ---------- 4 ---------- 3 ---------- 2 ----------1

28. How important is it for you to become generative in your generation and to become a mentor for the next generation? (Circle one)
5 ---------- 4 ---------- 3 ---------- 2 ----------1

29. How important is it for you to be society important? (Circle one)
5 ---------- 4 ---------- 3 ---------- 2 ----------1

30. What a kind of job would you like to have after graduating from university? (Write in your answer; for example, high school teacher, nurse) _____

PART TWO: GENDER EQUALITY IN EMPLOYMENT

Use the following scale to rate each statement and circle the number that best describes each of your answers. Please answer <u>every</u> item because blank answers may invalidate the results.

5 = Strongly agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly disagree

Q: They say that there is <u>sex discrimination</u> in the following areas of employment. What do you think? (Circle one)

1. Recruitment and selection 5 ---------- 4 ---------- 3 ---------- 2 ----------1
2. Placement 5 ---------- 4 ---------- 3 ---------- 2 ----------1
3. Job content 5 ---------- 4 ---------- 3 ---------- 2 ----------1
4. Training and education 5 ---------- 4 ---------- 3 ---------- 2 ----------1
5. Wages 5 ---------- 4 ---------- 3 ---------- 2 ----------1
6. Promotion 5 ---------- 4 ---------- 3 ---------- 2 ----------1
7. Retirement 5 ---------- 4 ---------- 3 ---------- 2 ----------1

Others (please specify): _____

Q: They say that the following things are important so that women can continuously develop their job skills and get promotions at their workplace. What do you think? (Circle one)

1. Expansion of public nursery and nursing homes. 5 ------ 4 ------ 3 ------ 2------- 1

2. Driving off the general social view, "Men at work, women at home." 5 ------ 4 ------ 3 ------ 2------- 1

3. Advancement of a child-care leave and reemployment system for women. 5 ------ 4 ------ 3 ------ 2------- 1

4. Improving equal-opportunity-employment in general. 5 ------4 ------ 3 ------ 2------- 1

5. Advancement of men's understanding and cooperation at home and at work. 5 ------ 4 ------ 3 ------ 2------- 1

6. Advancement of women's access to high status occupations dominantly held by men. 5 ------ 4 ------ 3 ------ 2------- 1

7. Increasing educational and training opportunities for women in professional fields. 5 ------ 4 ------ 3 ------ 2------- 1

8. Increasing women's work consciousness and the importance of hard work. 5 ------ 4 ------ 3 ------ 2------- 1

Others (please specify): _____

PART THREE: SELF-EVALUATION

Use the following scale to rate each statement and circle the number that best describes each of your answers. Please answer <u>every</u> item because blank answers may invalidate the results.

5 = Always
4 = Most of the time
3 = Sometimes
2 = Very rarely
1 = Never

1. I am doing all right at this university. 5 ------ 4 ------ 3 ------ 2------- 1

2. I get along well with most of my teachers 5 ------ 4 ------ 3 ------ 2------- 1

3. I get along well with most of my classmates. 5 ------ 4 ------ 3 ------ 2------- 1

4. I have a lot of self-control 5 ------ 4 ------ 3 ------ 2------- 1

5. I like helping people. 5 ------ 4 ------ 3 ------ 2------- 1

6. I am happy. 5 ------ 4 ------ 3 ------ 2------- 1

7. I am comfortable with my sexuality. 5 ------ 4 ------ 3 ------ 2------- 1

8. Overall, I am satisfied with myself. 5 ------ 4 ------ 3 ------ 2------- 1

PART FOUR: LIFE COURSE SELECTION

Q: If you are given the following six alternatives, which one will you chose? (Circle one)

(1) Finish univ., then get married, and then have a first child and concentrate on household.

(2) Finish Univ., then get a job, then get married, and quit a job for a first child and concentrate on household.

(3) Finish Univ., then get a job, then get married, then quit a job for a first child, and be reemployed later on.

(4) Finish Univ., then get a job, then get married, and then have a first child but do not quit a job.

(5) Finish Univ., then get a job and don't care about marriage and concentrate on pursuing a career.

(6) Others (please specify): _____

PART FIVE: ABOUT YOURSELF (Please complete the following details)

1. Which college of UOG you belong to (circle one):
   (1) Agriculture and Life Sciences
   (2) Arts and Sciences
   (3) Business and Public Administration
   (4) Education
   (5) Nursing and Health Science
   (6) Others (please specify): _____

2. Are you (circle one):
   (1) Freshman
   (2) Sophomore
   (3) Junior
   (4) Senior
   (5) Others (please specify): _____

3. Were you born and raised in Guam? (Circle one)
   (1) Yes (2) No

4. How long have you been in Guam? (Circle one)
   (1) 3 years or less
   (2) between 4 to 9 years
   (3) between 10 to 15 years
   (4) between 16 to 21 years
   (5) 22 years or more

5. Is English your primary language? (Circle one) (1) Yes (2) No
   If No, please specify what your primary language is _____

6. How well do you speak English? (Circle one)
   (1) Excellent
   (2) Good
   (3) Fair
   (4) Poor
   (5) Very poor

7. Are you married? (Circle one) (1) Yes (2) No

8. Do you have a child? (Circle one) (1) Yes (2) No

9. What level of formal education did your parents achieve? (Circle one)
Father:
(1) Master's degree or beyond
(2) Four-year college degree
(3) Two-year college degree
(4) Some college education
(5) High school diploma
(6) Some high school
(7) Less than high school
(8) Others (please specify): _____

10. Mother:
(1) Master's degree or beyond
(2) Four-year college degree
(3) Two-year college degree
(4) Some college education
(5) High school diploma
(6) Some high school
(7) Less than high school
(8) Others (please specify): _____

11. Your parents' occupations? (Please specify)
Father: _____

Mother: _____

12. Have you lived in any other countries? (1) Yes (2) No
If Yes, please specify. For example, "England - 3 years - study" (that is, which country, for how long, purpose of staying).
_____

13. If I would like to do a follow-up interview with you, is it all right with you? (Circle one)
(1) Yes (2) No
If Yes, please write contact address and phone number.

First name: _____

Contact address: _____

_____

Contact phone number: _____

E-mail address: _____

Congratulations, you've finished! Thank you for your time. You have made a helpful contribution to research on women by completing this questionnaire.